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ABSTRACT

This is the annual evaluation report (1974-1975) for the Georgia Schools' Title I programs. Title I programming emphasis is increasingly oriented toward basic skills. In the programs evaluated, 99.5% of the total participating units of instructional activities were in preschool education, reading, and mathematics. For the first time, the local educational agencies (LEAs) were required to submit objective achievement information if they collected it. In addition, they were asked to rate the success of their project as they perceived it. These two kinds of evaluation information revealed that in the area of preschool education, 84.7% of the students both pre and post tested met or exceeded the objective, and 95.3% preschool projects were considered successful or very successful. In the area of reading, 53.2% of the students met or exceeded the objective, and 84.8% of reading projects were considered successful or very successful. In the area of mathematics, 65.4% of those students pre and post tested met or exceeded the objective, and 85.8% of mathematics projects were considered successful or very successful by LEA's. This shows a correlation between perceived success and actual success in terms of student achievement in these areas. In terms of objective type, two topped the list as most successful, the "involvement, interest" objective type, and the objective type concerned with "reducing discipline problems." The objective type judged to be least successful was the one concerned with "improving mental health". It was recommended that the Title I programs in Georgia be continued. (Author/AM)

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TITLE I IN GEORGIA
ANNUAL EVALUATION REPORT 1974-1975

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State of Georgia for Projects Supported by Title I, ESEA Funds

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Prepared by Sarah H. Moore and Linda Anne White

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Division of Planning and Evaluation
Office of Administrative Services
Georgia Department of Education
Atlanta, Georgia 30334

Jack P. Nix, State Superintendent of Schools
1977

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Introduction

Through the years that Title I educational programs in Georgia have been in operation there has been a major shift in emphasis. Title I has moved away from funding a wide variety of activities, such as classroom construction, purchase of equipment for radio and television instruction and arts and crafts, to funding a very small number of activities, concentrating on the basic skills areas. In 1965, 49 different activities were eligible to receive Title I funding, but in 1974 fewer than five instructional activities were eligible along with fewer than four service areas to support these activities. Local systems followed the lead established at the federal and state levels, and are concentrating funds and efforts on a few, carefully defined areas of student need.

This trend toward reducing the kinds of activities and services receiving Title I support has continued. In 1974-75 most Title I projects fell into five activity/service areas, down from 13 in 1973-74 and a great reduction from the 49 originally suggested in 1965. These five areas were preschool, reading, and mathematics activities and food and transportation services. Only a few other activities were funded in 1974-75.

Another trend that continued was the reduction of funding of activities and services for secondary students. This was due largely to the belief that a program of prevention and remediation for young children will probably be of greater value in the long run than a remediation program for older youth.

In FY 1975 for the first time the state has requested that local systems submit objective achievement information if they collect it. Before, achievement information received by the state was largely subjective in nature, with systems reporting their perception of the degree of success of their projects. In 1975, systems submitted information regarding the

kinds of evaluation instruments and techniques used, the gain expected and achieved, and the number of students meeting or exceeding the objectives. Most systems employed standardized achievement tests to evaluate student achievement, particularly in the areas of reading and mathematics. Many systems felt that the instruments used for preschool evaluation did not adequately meet their needs.

As in the past, evaluation efforts by local systems vary greatly according to staff expertise and administrative personnel available. The Georgia Department of Education continues to conduct workshops for Title I Local Education Agencies to promote the use of more formal, more formative evaluation methods for measuring pupil achievement. However, due to limitations in staff, the State Education Department cannot provide the amount of technical assistance that could contribute greatly to increasing local system expertise in this area.

This evaluation report is essentially an identification of trends and an examination of the cost of those trends. The question addressed by this report is "Did Title I-financed activities in Georgia have any positive effect on the learning outcomes of participating children?" A review of this report will indicate that the answer to that question is an emphatic "yes."

FY 1975 BASIC STATISTICS

SCHOOL SYSTEM PARTICIPATION	
Systems in Georgia	188
Participating systems	188
NUMBER OF SYSTEMS BY LOCATION	
Rural	151
Urban	21
Suburban	16
TOTAL	188
NUMBER OF SYSTEMS BY SOURCE OF INCOME	
Industry	90
Agriculture	78
Services	20
TOTAL	188
PROJECTS APPROVED	
Regular session	217
Summer session	39
TOTAL	256
SCHOOL AGE RESIDENT CHILDREN	
Residing in applicants' districts	1,145,640
Residing in other districts	6,659
Dropouts	26,387
TOTAL	1,178,686
SCHOOL AGE RESIDENT CHILDREN BY RACE	
Black	390,905
White	785,304
Other	2,477
TOTAL	1,178,686
STUDENT PARTICIPATION	
Public school participants	130,608
Non-public school participants	916
TOTAL	131,524
EXPENDITURE OF FUNDS	
Allocated for use in FY 75 and expended	$28,275,389
Part A carryover from FY 74	14,481,193
Part C carryover from FY 74	1,607,391
Part A carryover from FY 73	1,178,676
Part C carryover from FY 73	273,745
TOTAL EXPENDITURES	$45,816,394
ACTIVITY SCHEDULING PATTERNS	
Systems with Regular Session Activities Only	149
Systems with Summer Session Activities Only	0
Systems with both Regular and Summer Session Activities	39
TOTAL	188

Pupil Participation

PUPIL PARTICIPATION

1974-1975 Title I programs fell into specifically defined categories. Instructional activities included preschool, reading and mathematics, with an occasional system offering an activity other than these. Supportive services included food and transportation. Again, an occasional system offered a service other than these. Through the years that Title I programs have been conducted in Georgia, the range of offerings has consistently narrowed. It is felt that by concentrating resources and effort on the basic skill areas, particularly in the early grades, more gain per Title I dollar will be recognized. The following chart illustrates the decrease in number of activities and services offered for the past three years.

	1973	1974	1975
Number of Instructional Activities	18	7	3
Number of Supportive Services	8	6	2

The following tables and graphs illustrate patterns of Title I participation in Georgia.

Table 1	Pupil Participation (Public School) by Activity/Service
Table 2	Pupil Participation (Private School) by Activity/Service
Table 3	Pupil Participation (Public and Private School) by Activity/Service
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Graph 12	Comparison of School System Size with Percent of Total ADA that Participates in Title I
Graph 13	Title I Systems within ADA Ranges

TABLE 1
Pupil Participation (Public)
by Activity/Service

POINTS OF INTEREST
Reading accounted for the highest percentage of public school participants with 51.3 percent.

Overall, instructional activities accounted for 4/5 of the total public school participation, with supportive services accounting for slightly less than 20 percent. Of all supportive services, participation was higher in the summer than in the regular session, with transportation showing the highest individual participation.

ACTIVITY	REGULAR			SUMMER			TOTAL	
	Number of Regular Session Participants	Percent of Total Regular Session Participants	Percent of Total Regular Plus Summer Session Participants	Number of Summer Session Participants	Percent of Total Summer Session Participants	Percent of Total Regular Plus Summer Participants	TOTAL, Participants Regular and Summer	Percent of Total Regular Plus Summer Participants
Preschool	9,517	6.359	4.725	2,698	5.212	1.339	12,215	6.064
Reading	86,762	57.976	43.075	16,539	31.947	8.211	103,301	51.286
Mathematics	34,778	23.239	17.266	11,443	22.104	5.681	46,221	22.947
Other	506	.338	.252	276	.533	.137	782	.388
Total (Activities)	131,563	87.912	65.318	30,956	59.796	15.368	162,519	80.685
SERVICE								
Food	3,656	2.443	1.816	5,292	10.222	2.627	8,948	4.442
Transportation	14,353	9.591	7.126	13,676	26.417	6.789	28,029	13.915
Other	81	.054	.040	1,846	3.565	.916	1,927	.958
Total (Services)	18,090	12.088	8.982	20,814	40.204	10.332	38,904	19.315
TOTAL ALL ACTIVITIES AND SERVICES	149,653	100	74.300	51,770	100	25.700	201,423	100

TABLE 2
Participation (Private)
by Activity/Service

POINTS OF INTEREST

Private school participation reveals that regular session reading accounts for the greatest participation, with almost 60 percent of total participation.

Instructional activities accounted for an even higher percentage of participation for private school students than for public school students. Overall, supportive services account for only 11 percent of participation.

ACTIVITY	REGULAR			SUMMER			TOTAL	
	Number of Regular Session Participants	Percent of Total Regular Session Participants	Percent of Total Regular Plus Summer Session Participants	Number of Summer Session Participants	Percent of Total Summer Session Participants	Percent of Total Regular Plus Summer Participants	TOTAL, Participants Regular and Summer	Percent of Total Regular Plus Summer Participants
Preschool	0	0	0	0	0	0	0	0
Reading	540	70.773	46.834	148	37.949	12.836	688	59.670
Mathematics	223	29.227	19.341	92	23.590	7.979	315	27.320
Other	0	0	0	23	5.897	1.995	23	1.995
Total (Activities)	763	100	66.175	263	67.436	22.810	1,026	88.985
SERVICE								
Food	0	0	0	42	10.769	3.643	42	3.643
Transportation	0	0	0	55	14.103	4.770	55	4.770
Other	0	0	0	30	7.692	2.602	30	2.602
Total (Services)	0	0	0	127	32.564	11.015	127	11.015
TOTAL ALL ACTIVITIES AND SERVICES	763	100	66.175	390	100	33.825	1,153	100

TABLE 3
Pupil Participation (Public and Private)
by Activity/Service

POINTS OF INTEREST
Instructional activities accounted for 88 percent of regular session participants.
Instructional activities accounted for 81 percent of total participants (regular and summer).
Supportive services accounted for 12 percent of regular session participation.
Supportive services accounted for 40 percent of summer session participation.

ACTIVITY	REGULAR			SUMMER			TOTAL	
	Number of Regular Session Participants	Percent of Total Regular Session Participants	Percent of Total Regular Plus Summer Session Participants	Number of Summer Session Participants	Percent of Total Summer Session Participants	Percent of Total Regular Session Participants	TOTAL, Participants Regular and Summer	Percent of Total Regular Plus Summer Participants
Preschool	9,517	6.367	4.698	2,698	5.172	1.331	12,215	6.03
Reading	87,302	57.999	43.095	16,687	31.991	8.237	103,989	51.332
Mathematics	35,001	23.269	17.277	11,535	22.114	5.694	46,536	22.972
Other	506	.336	.249	299	.573	.147	805	.397
Total (Activities)	132,326	87.971	65.319	31,219	59.850	15.409	163,545	80.732
SERVICE								
Food	3,656	2.43	1.804	5,334	10.226	2.633	8,990	4.437
Transportation	14,353	9.542	7.085	13,731	26.324	6.778	28,084	13.863
Other	81	.053	.039	1,876	3.596	.926	1,957	.966
Total (Services)	18,090	12.025	8.928	20,941	40.146	10.337	39,031	19.266
TOTAL ALL ACTIVITIES AND SERVICES	150,416	100	74.251	52,160	100	25.748	202,576	100

NOTE: In some cases, totals shown as 100 percent do not add up to 100 percent if the separate percentages that make up the total are added. This is because the fourth decimal place in the sub-total figures is rounded off.

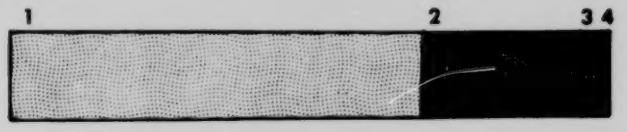
NOTE: These are duplicated figures. That is, a student was counted once for each activity or service in which he/she participated. Therefore, the total here is greater than the unduplicated total shown on page , since it represents duplicated numbers of students.

The following graphs represent patterns of participation.

Graph 1
Participation by Session, All Activities, Services

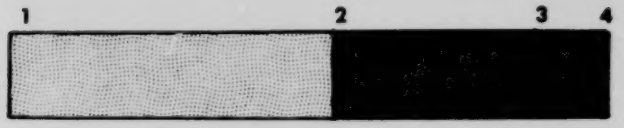
	PERCENT
(1) Regular session	80.7
(2) Summer session	19.3

Graph 2
Regular Session Participation by Activity



(1) Reading	66.
(2) Mathematics	26.4
(3) Preschool	7.2
(4) Other instructional activities	.4

Graph 3
Summer Session Participation by Activity

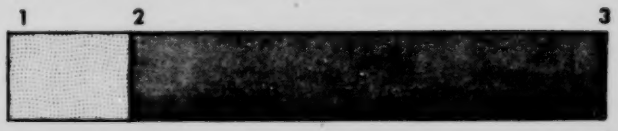


(1) Reading	53.5
(2) Mathematics	36.9
(3) Preschool	8.6
(4) Other instructional activities	1.

Graph 4
Combined Sessions Participation by Activity

(1) Reading	63.5
(2) Mathematics	28.5
(3) Preschool	7.5
(4) Other instructional activities	.5

Graph 5
Regular Session Participation by Service



(1) Food	20.2
(2) Transportation	79.3
(3) Other supportive services	.5

TABLE 4

Pupil Participation by Grade Level for Public and Private Schools for Regular Session (Unduplicated)

POINTS OF INTEREST

84.4 percent of total participation occurs in grades 1-7, an increase of 4.4 percent over FY 1974.

Pre-Kindergarten and Kindergarten participation accounts for 8.7 percent of the total, an increase of 1.3 percent over FY 1974.

Grade Level	Number of Participants			Percent of Total Participants by Grade Level
	Public	Private	Total	
Pre-Kindergarten, Kindergarten	9,562	0	9,562	8.7
1	10,274	47	10,321	9.3
2	15,190	114	15,304	13.8
3	15,998	168	16,166	14.5
4	15,062	136	15,198	13.7
5	13,300	113	13,413	12.0
6	12,505	135	12,640	11.4
7	10,734	35	10,769	9.7
8	5,495	12	5,507	5.0
9	1,447	0	1,447	1.3
10	377	0	377	.3
11	265	0	265	.2
12	80	0	80	.1
TOTAL	110,379	760	111,139	100
Dropouts	2,750	15	2,765	
Neglected and Delinquent	723		723	

TABLE 5
Pupil Participation by Grade Level for Public and Private Schools for Summer Session (Unduplicated)

POINTS OF INTEREST

Pre-kindergarten and kindergarten participation is almost 6 percent higher in the summer session than in the regular session.

83.1 percent of total participation occurs in grades 1-7. This is an increase of 8.5 percent over summer, FY 1974.

Grade Level	Number of Participants			Percent of Total Participants by Grade Level
	Public	Private	Total	
Pre-Kindergarten, Kindergarten	2,942	0	2,942	14.4
1	3,041	10	3,051	15.0
2	2,786	17	2,803	13.7
3	3,126	31	3,157	15.5
4	2,515	29	2,544	12.5
5	2,271	9	2,280	11.2
6	1,810	43	1,853	9.1
7	1,247	7	1,254	6.1
8	274	10	284	1.4
9	40	0	40	.2
10	35	0	35	.2
11	2	0	2	0.0
12	140	0	140	.7
TOTAL	20,229	156	20,385	100
Neglected and Delinquent	195			

TABLE 6
Title I Schools and Participants in Georgia

POINTS OF INTEREST
More than half the public schools in Georgia are Title I schools. Ten percent of students in Georgia schools are Title I participants. Only one percent of private school students participate in Title I activities.

Type of School	Total Percent of Schools	Schools with Participants	Title I as a Percent of Total Schools	Total Enrolled	Title I Participants	Title I as a Percent of Total Enrolled
Public	1,779	984	55	1,087,142	130,608	12
Private	243	16	7	56,637	916	1.6
TOTAL	2,022	1,000	49	1,143,779	131,524	11.5

NOTE: In order for private school students to participate in Title I, the child must reside within the Title I target attendance area. In order for Title I services to be provided on the premises of a private school, that school must be in compliance with the Civil Rights Act.

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TABLE 7
Estimated Number of Students Who Participated in Title I by Race

POINTS OF INTEREST
The ratio of black to white students participating in Title I activities is roughly 5:3 for combined sessions. This is essentially the same ratio as for FY 1974. White participation drops from 39.9 percent in regular session to 21.5 percent in summer session. Black participation increases from 59.9 percent in regular session to 78.3 percent in summer session.

	Regular Session	Percent of Total	Summer Session	Percent of Total	Combined Sessions	Percent of Total
White	44,390	39.9	4,379	21.5	48,769	37
Black	66,584	59.9	15,971	78.3	82,555	62.8
Other	165	.2	35	.2	200	.2
TOTAL	111,139	100	20,385	100	131,524	100

TABLE 8
Number and Percent of Title I Participants and Schools According to School System Size

POINTS OF INTEREST

In general, as school system size increases, participation in Title I decreases.

School systems with the smallest ADA (999 or under) show the highest percentage of Title I participants (31.98).

School systems with the second highest ADA (31,000 - 43,999) show the lowest percentage of Title I participants (4.47 percent), while the systems with the highest ADA (44,000 - 84,000) show the second lowest percentage (5.66 percent).

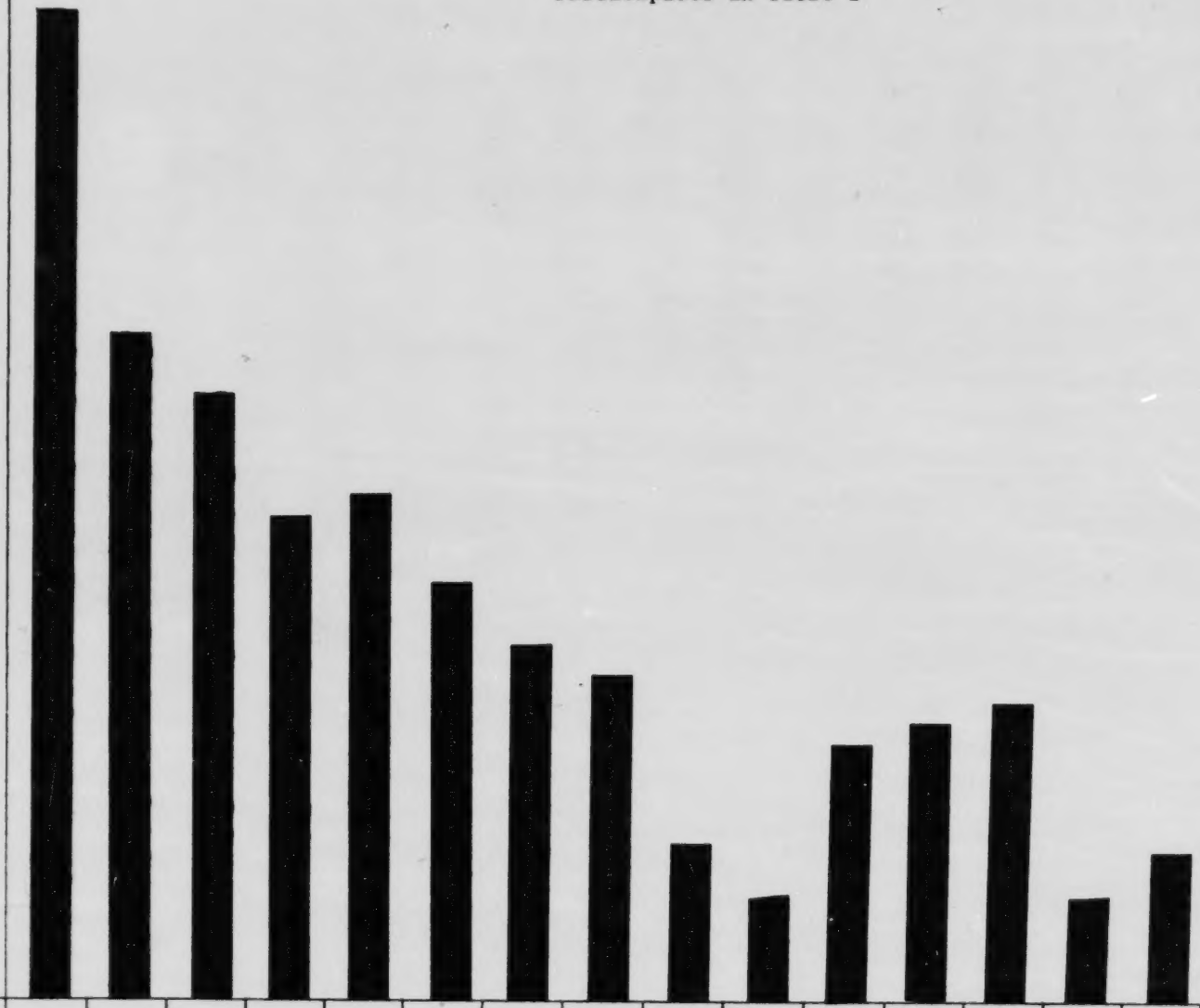
Smaller systems served a higher percentage of their total enrollments than did larger systems.

Slightly more than one half of all schools in Georgia were Title I schools.

ADA RANGE	NUMBER SYSTEMS	TOTAL ADA	AVERAGE ADA PER SYSTEM	TOTAL TITLE I PARTICIPANTS	TITLE I AS PERCENT OF TOTAL ADA	AVERAGE NUMBER OF TITLE I PARTICIPANTS/SYSTEM	NUMBER SCHOOLS	AVERAGE NUMBER SCHOOLS/SYSTEM	TOTAL TITLE I SCHOOLS	TITLE I AS PERCENT OF TOTAL SCHOOLS	AVERAGE NUMBER OF TITLE I SCHOOLS/SYSTEM
44,000-84,999	3	201,761	67,254	12,822	6.4	3,809	313	104	102	32.588	34
31,000-43,999	2	64,779	32,390	3,247	5.0	1,447	138	69	47	34.058	24
21,000-30,999	5	136,081	27,216	15,666	11.5	2,792	238	48	104	43.697	21
11,000-20,999	2	33,893	16,947	3,739	11.0	1,667	61	31	26	42.623	13
10,000-10,999	1	10,531	10,531	1,078	10.2	962	20	20	8	40	8
9,000-9,999	5	47,482	9,496	2,325	4.9	414	87	17	45	51.724	9
8,000-8,999	3	25,275	8,425	1,687	6.7	501	43	14	18	41.86	6
7,000-7,999	4	29,219	7,305	3,778	12.9	842	60	15	40	66.667	10
6,000-6,999	9	57,792	6,421	7,954	13.8	787	94	10	64	68.085	7
5,000-5,999	4	21,395	5,349	3,425	16.0	763	38	10	26	68.421	7
4,000-4,999	14	62,510	4,465	11,743	18.8	748	123	9	95	77.236	7
3,000-3,999	28	99,010	3,536	18,006	18.2	573	182	7	124	68.132	4
2,000-2,999	36	88,329	2,454	19,931	22.6	493	173	5	129	74.566	4
1,000-1,999	53	83,763	1,580	20,641	24.6	347	174	3	128	73.563	2
999-0	19	12,728	670	4,566	35.9	214	35	2	28	80	1
TOTAL	188	974,548	5,184	130,608	13.4	619	1,779	9	984	55.312	5

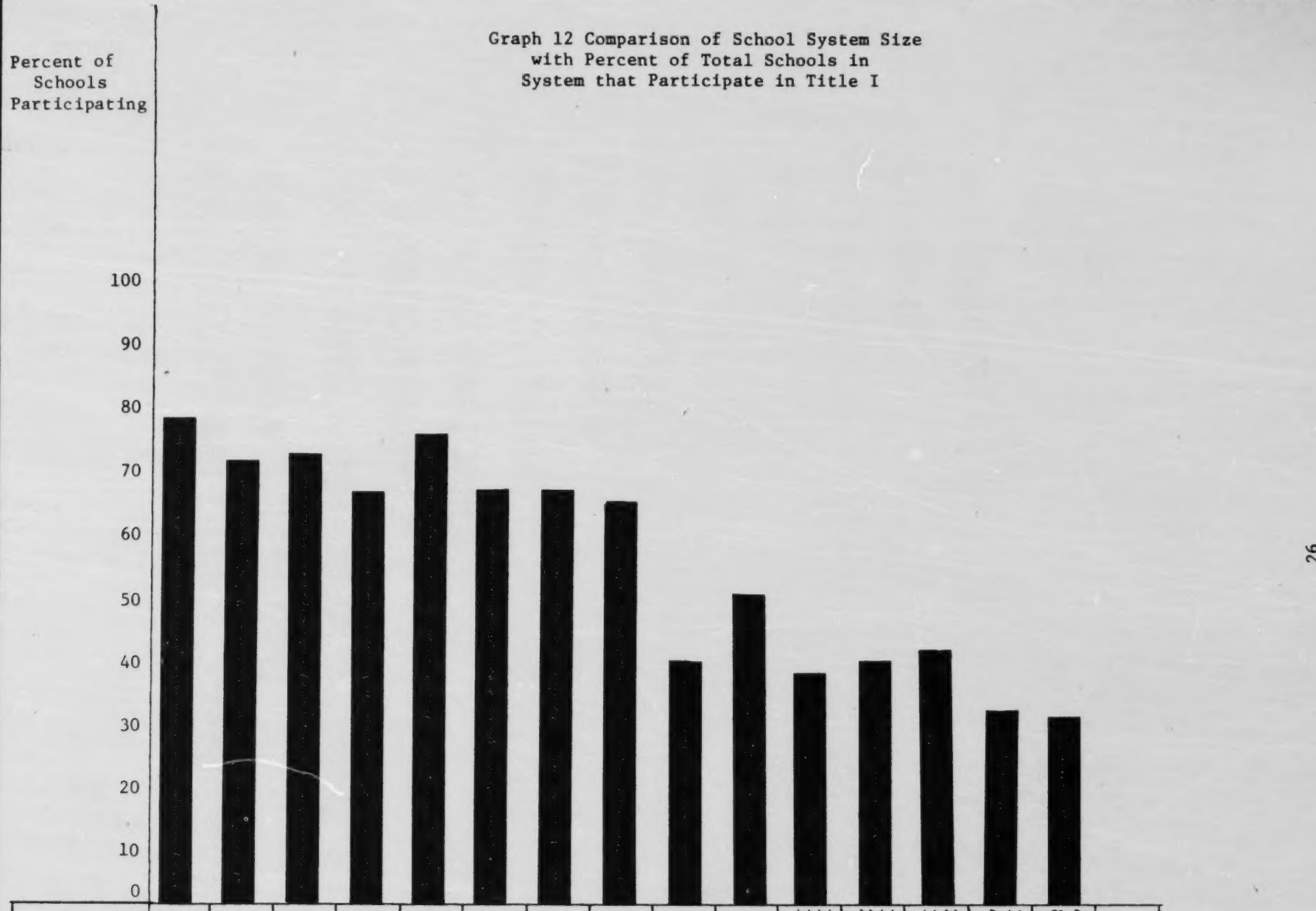
NOTE: Graphs 11, 12 and 13 provide further illustration of these points.

Graph 11 Comparison of School System Size with Percent of Total ADA that Participates in Title I



SYSTEM ADA	999 OR UNDER	1,000-1,999	2,000-2,999	3,000-3,999	4,000-4,999	5,000-5,999	6,000-6,999	7,000-7,999	8,000-8,999	9,000-9,999	10,000-10,999	11,000-20,999	21,000-30,999	31,000-43,999	44,000-84,999	TOTAL
NUMBER OF SYSTEMS	19	53	36	28	14	4	9	4	3	5	1	2	5	2	3	188

Graph 12 Comparison of School System Size with Percent of Total Schools in System that Participate in Title I



SYSTEM ADA	999 OR UNDER	1,000-1,999	2,000-2,999	3,000-3,999	4,000-4,999	5,000-5,999	6,000-6,999	7,000-7,999	8,000-8,999	9,000-9,999	10,000-10,999	11,000-20,999	21,000-[illegible]	31,000-43,999	44,000-84,999	TOTAL
NUMBER OF SYSTEMS	19	53	36	28	14	4	9	4	3	5	1	2	5	2	3	188

GRAPH 13
Title I Systems
within ADA Ranges

POINTS OF INTEREST

This graph shows each system according to the ADA it reported. The shape of this graph indicates clearly that by far the largest number of systems have ADA's between 1000-1999.

Systems with ADA's higher than 9999 are few in number. There are only 13 systems in Georgia with ADA's above 9999, or only seven percent of the total number of systems. The system numbers listed are official State Department of Education numbers. System names corresponding to system numbers are shown in the Appendix.

	ADA RANGE														
	44000-84999	31000-43999	21000-30999	11000-20999	10000-10999	9000-9999	8000-8999	7000-7999	6000-6999	5000-5999	4000-4999	3000-3999	2000-2999	1000-1999	999-0
SYSTEMS	761	660	667	676	669	657	726	622	616	634	617	794	688	730	760
	633	706	631	647		648	755	638	792	675	751	664	757	740	739
	644		721			663	628	635	737	747	781	640	765	690	642
			611			629		623	722	605	653	665	670	696	786
			625			746			692		727	750	793	770	612
									608		780	652	702	602	791
									707		668	645	735	632	662
									636		699	651	672	678	795
									715		643	748	701	693	769
											687	773	610	716	718
											710	627	776	743	626
											785	697	637	719	650
											658	607	694	685	604
											736	732	666	624	609
												659	734	709	691
												689	641	606	723
												774	671	714	731
												789	614	756	630
												759	745	753	752
												772	649	788	
												673	775	778	
												711	680	764	
												695	713	619	
												681	738	749	
												705	758	763	
												601	618	674	
												656	620	703	
												684	712	779	
													724	683	
													741	639	
													766	677	
													646	733	
													655	754	
													767	615	
													729	708	
													704	654	
														728	
														603	
														771	
														700	
														661	
														744	
														784	
														725	
														682	
														679	
														613	
														686	
														621	
														698	
														742	
														720	
														717	
TOTAL NO. SYSTEMS	3	2	5	2	1	5	3	4	9	4	14	28	36	53	19

TABLE 9
Number of Title I Participants by Grade Level by Activity, by Service for Public and Private Schools

POINTS OF INTEREST

The largest amount of public school participation occured in kindergarten through grade seven with 94.3 percent of participants.

Third grade showed the single highest public school participation, with a combined total for regular and summer sessions of 29,013 participants, or 14.4 percent of the total. Least participation occured at grade 12, with 238 participants for both regular and summer sessions, or .1 percent of the total.

Private school participation followed the same general pattern, with largest participation occuring in the elementary grades. Grades 1-7 accounted for 96.5 percent of the total private school participation. There were no private school participants in Title I kindergarten activities.

Total private school participation was only .5 percent of the total Title I participation in Georgia.

Grade Level	School Type	Reading			Mathematics			Other Instructional Activities			Food			Transportation			Other Services			Total		Grand Total*
		Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	
Pre-K,	Public	72	13	85	0	0	0	2	0	2	3,416	1,453	4,869	3,860	1,749	5,609	0	215	215	16,867	6,128	22,995
K**	Private	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	72	13	85	0	0	0	2	0	2	3,416	1,453	4,869	3,860	1,749	5,609	0	215	215	16,867	6,128	22,995
	Public	8,960	3,151	12,111	3,633	1,435	5,068	356	9	365	49	935	984	798	2,320	3,118	0	111	111	13,796	7,961	21,757
1	Private	47	10	57	0	2	2	0	1	1	0	0	0	0	10	10	0	0	0	47	23	70
	Total	9,007	3,161	12,168	3,633	1,437	5,070	356	10	366	49	935	984	798	2,330	3,128	0	111	111	13,843	7,984	21,827
	Public	13,460	2,729	16,189	4,506	1,626	6,132	9	12	21	45	786	831	1,447	1,916	3,363	0	190	190	19,467	7,259	26,726
2	Private	87	18	105	30	7	37	0	3	3	0	1	1	0	13	13	0	0	0	117	42	159
	Total	13,547	2,747	16,294	4,536	1,633	6,169	9	15	24	45	787	832	1,447	1,929	3,376	0	190	190	19,584	7,301	26,885
	Public	13,860	2,998	16,858	5,126	1,976	7,102	8	18	26	44	752	796	1,707	2,240	3,947	1	283	284	20,746	8,267	29,013
3	Private	109	29	138	58	15	73	0	3	3	0	1	1	0	15	15	0	7	7	167	70	237
	Total	13,969	3,027	16,996	5,184	1,991	7,175	8	21	29	44	753	797	1,707	2,255	3,962	1	290	291	20,913	8,337	29,250
	Public	12,879	2,464	15,343	5,160	1,818	6,978	11	20	31	30	597	627	1,623	1,883	3,506	8	326	334	19,711	7,108	26,819
4	Private	100	28	128	37	11	48	0	2	2	0	1	1	0	15	15	0	5	5	137	62	199
	Total	12,979	2,492	15,471	5,197	1,829	7,026	11	22	33	30	598	628	1,623	1,898	3,521	8	331	339	19,848	7,170	27,018
	Public	11,395	2,157	13,552	4,973	1,939	6,912	12	19	31	46	361	407	1,664	1,491	3,155	11	303	314	18,101	6,270	24,371
5	Private	76	8	84	37	6	43	0	1	1	0	0	0	0	2	2	0	4	4	113	21	134
	Total	11,471	2,165	13,636	5,010	1,945	6,955	12	20	32	46	361	407	1,664	1,493	3,157	11	307	318	18,214	6,291	24,505
	Public	10,439	1,678	12,117	4,539	1,487	6,026	15	41	56	26	256	282	1,514	1,164	2,678	18	192	210	16,551	4,818	21,369
6	Private	77	43	120	58	42	100	0	1	1	0	39	39	0	0	0	0	1	1	135	126	261
	Total	10,516	1,721	12,237	4,597	1,529	6,126	15	42	57	26	295	321	1,514	1,164	2,678	18	193	211	16,686	4,944	21,630
	Public	9,411	1,106	10,517	4,064	993	5,057	32	82	114	0	152	152	1,310	749	2,059	9	118	127	14,826	3,200	18,026
7	Private	32	6	38	3	5	8	0	4	4	0	0	0	0	0	0	0	3	3	35	18	53
	Total	9,443	1,112	10,555	4,067	998	5,065	32	86	118	0	152	152	1,310	749	2,059	9	121	130	14,861	3,218	18,079
	Public	4,470	159	4,629	2,078	94	2,172	28	45	73	0	0	0	430	158	588	14	108	122	7,020	564	7,584
8	Private	12	6	18	0	4	4	0	5	5	0	0	0	0	0	0	0	10	10	12	25	37
	Total	4,482	165	4,647	2,078	98	2,176	28	50	78	0	0	0	430	158	588	14	118	132	7,032	589	7,621
	Public	1,136	14	1,150	506	11	517	18	17	35	0	0	0	0	6	6	7	0	7	1,667	48	1,715
9	Private	0	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	3	3
	Total	1,136	14	1,150	506	11	517	18	20	38	0	0	0	0	6	6	7	0	7	1,667	51	1,718
	Public	291	16	307	184	10	194	12	9	21	0	0	0	0	0	0	2	0	2	489	35	524
10	Private	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	291	16	307	184	10	194	12	9	21	0	0	0	0	0	0	2	0	2	489	35	524
	Public	269	0	269	8	0	8	4	2	6	0	0	0	0	0	0	3	0	3	284	2	286
11	Private	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	269	0	269	8	0	8	4	2	6	0	0	0	0	0	0	3	0	3	284	2	286
	Public	120	54	174	1	54	55	1	0	1	0	0	0	0	0	0	8	0	8	130	108	238
12	Private	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	120	54	174	1	54	55	1	0	1	0	0	0	0	0	0	8	0	8	130	108	238

*NOTE: These figures are duplicated, since students may have participated in more than one activity/service and/or both regular and summer sessions, and would be counted once for each participation. This total includes 12,215 Preschool participants.

**Pre-K, K = Kindergarten

NOTE: The Preschool activity had 9,517 regular program participants in public schools and 2,698 summer program participants for a total of 12,215 Preschool participants. There were no private school participants in this activity.

TABLE 10
Estimated Number of Students by Handicap Who Participated in Title I Regular Session

POINTS OF INTEREST
1,206 handicapped children were served in the regular school Title I program in FY 1975.

Those served were classified into eight categories according to handicap, with the largest number of these (465, or 38.6 percent) classified as mentally retarded.

The second largest number of handicapped children served were classified as speech impaired, and comprised 26.6 percent of the total handicap population served.

	Regular Session	Percent of Total Handicapped
Mentally retarded	465	38.6
Hard of hearing	191	15.8
Deaf	3	.3
Speech impaired	321	26.6
Crippled	34	2.8
Visually handicapped	86	7.1
Emotionally disturbed	61	5.1
Other health impaired	45	3.7
Total handicapped	1,206	100

SUMMARY DATA ON PARTICIPATION

Of all activities and services, Reading accounted for the highest percentage of participation in both regular (57.9 percent) and summer (32.0 percent) sessions.

Instructional activities as a whole accounted for a higher percentage of participation than did supportive services in both regular and summer sessions.

Transportation accounted for more participation in both regular and summer sessions than did any other service.

Elementary grades (1-7) accounted for a higher percentage of total participation in both regular and summer sessions.

Of all public schools in Georgia, 55 percent participated in Title I, and of all private schools, 7 percent participated in Title I.

For regular and summer sessions combined, 62.8 percent of Title I participants were black and 37.0 percent were white, with .2 percent falling into the "other" category.

In general, school systems with smaller ADA's served higher percentages of their enrollment and had higher percentages of schools participating.

Expenditures

EXPENDITURES

Total LEA expenditures for Title I in FY 1975 in Georgia were $45,816,394. Of this amount, $28,275,389 was allocated for FY 1975; $14,481,193 was carried over from Part A FY 74; $1,178,676 was carried over from Part A FY 1973; $1,607,391 was carried over from Part C FY 74, and $273,745 was carried over from Part C FY 73.

Because fiscal accounting of educational funds in Georgia is determined by the state auditor and is not consistent with activities accounting by LEAs, it is not possible to receive exact accounting information by activities and services. In addition, many LEAs did not report by activity indirect costs such as administrative costs, maintenance and operation of plant facilities, fixed charges and capital outlay for various types of equipment since these expenditures were frequently difficult to assign to one particular activity within a local program. Additionally, some funds were not reported by LEAs and no effective cross-referencing method was built into the reporting requirements to highlight such discrepancies. Therefore, in order to obtain comparable and consistent figures regarding Title I expenditures by system and by activity and service, the following procedure was used. (The figures used in Table 11, 12 and 13, and any derived from these tables, are based on this procedure.)

1. The total expenditure figure was obtained from Fiscal Services.
2. Percentage proportions of total expenditures per category were derived from data submitted by LEAs to the Evaluation Unit.
3. The percentage proportions were applied to the total expenditure figure from Fiscal Services, thereby obtaining adjusted per category figures.

The following tables and graphs illustrate patterns of Title I expenditures in Georgia.

Table 11	Estimated Expenditures by Activity/Service for Both Regular and Summer Sessions Combined
Table 12	Estimated Expenditures by Activity/Service for Regular Session and for Summer Session
Table 13	Ranking of Activities/Services According to the Estimated Dollar Expenditure per Participant
Graph 14	Estimated Expenditures for Activities/Services for Combined Sessions
Graph 15	Estimated Expenditures for Activities/Services for the Regular Session
Graph 16	Estimated Expenditures for Activities/Services for the Summer Session
Graph 17	Estimated Expenditures by Activity/Services for the Combined Sessions

TABLE 11
Estimated Expenditures by Activity/Service

POINTS OF INTEREST

Over 97 percent of the total Title I expenditures was for reading, mathematics and preschool activities. This concentration is a reflection of the emphasis on basic skills throughout the state at the local level which has increased dramatically for the past several years. A comparison of expenditures for basic skills activities for the past three years illustrates this increasing emphasis.

YEAR	Percent of Total Estimated Expenditures Going for Basic Skills	Percent Increase Over Previous Year
FY 1973	82.5	8.8
FY 1974	94.8	12.3
FY 1975	97.4	2.6

The activity for which most Title I monies were expended was reading, with over 60 percent of the total Title I expenditures devoted to this area.

Expenditures per participant ranged from $9 to $668 with preschool being the activity requiring the greatest expenditure per participant.

Both individually and as a group, supportive services required far less expenditure per participant than did instructional activities.

Activity/Service	Combined Services Estimated Title I Expenditures	Percent of Total Title I Expenditures	* Number Title I Participants	Average Title I Expenditures/ Participants
Preschool	$ 8,160,319	17.811	12,215	$668
Reading	27,825,183	60.732	103,989	268
Mathematics	8,637,259	18.852	46,536	186
Other Instructional Activities	209,276	.457	805	260
TOTAL Instructional Activities	$44,832,037	97.852	163,545	$274
Food	171,686	.375	8,990	19
Transportation	795,095	1.735	28,084	28
Other Supportive Services	17,576	.038	1,957	9
TOTAL Supportive Services	$ 984,357	2.148	39,031	$ 25
Total All Activities/Services	$45,816,394	100.000	202,576	$226

*NOTE: These are duplicated figures. That is, a student was counted once for each activity/service in which he/she participated. Therefore, the total here is greater than the unduplicated total shown on page .

TABLE 12
Estimated Expenditures by Activity/Service for Regular Session and for Summer Session

POINTS OF INTEREST

In both regular and summer sessions expenditures were far greater for instructional activities than for supportive services. Supportive services show a greater percentage of expenditure during the summer session than during the regular session, but still much less than instructional activities.

Both in regular and summer sessions expenditures were greater for the reading instructional activity than for any other single ctivity or service.

Average Title I expenditure per participant was greatest for preschool during the regular session and for other instructional activities during the summer session.

Three systems conducted other instructional activities, two of which were tutorial while the third provided camping experiences for handicapped students.

	Regular Services				Summer Services			
Activity/Service	Estimated Title I Expenditures	Percent of Total Regular Estimated Expenditures	Number of Participants	Average Title I Expenditure Per Participant	Estimated Title I Expenditures	Percent of Total Summer Estimated Expenditures	Number of Participants	Average Title I Expenditure Per Participant
Preschool	7,777,837	18.294	9,517	817	382,482	11.586	2,698	142
Reading	26,160,553	61.532	87,302	300	1,664,630	50.422	16,687	100
Mathematics	7,862,909	18.494	35,001	225	774,350	23.455	11,535	67
Other Instructional Activities	105,170	.248	506	208	104,106	3.153	299	348
TOTAL Instructional Activities	41,906,469	98.568	132,326	317	2,925,568	88.616	31,219	94
Food	141,947	.334	3,656	39	29,739	.901	5,334	6
Transportation	460,820	1.084	14,353	32	334,275	10.125	13,731	24
Other Supportive Services	5,785	.014	81	71	11,791	.358	1,876	6
TOTAL Supportive Services	608,552	1.432	18,090	34	375,805	11.384	20,941	18
TOTAL All Activities/Services	42,515,021	100	150,416	283	3,301,373	100	52,160	63

The following graphs are based on information in Tables 11 and 12.

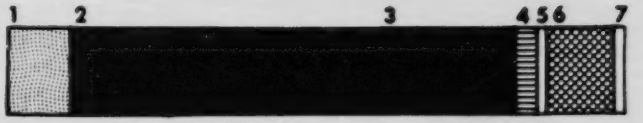
Graph 14
Estimated Expenditures
for Activities/Services
for Combined Sessions

	PERCENT
(1) Activities	97.9
(2) Services	2.1

Graph 15
Estimated Expenditures
for Activities/Services
for the Regular Session

(1) Preschool	18.3
(2) Reading	61.5
(3) Mathematics	18.5
(4) Other instructional activities	.2
(5) Food	.3
(6) Transportation	1.1
(7) Other supportive services	.1

Graph 16
Estimated Expenditures
for Activities/Services
for the Summer Session



(1) Preschool	11.6
(2) Reading	50.4
(3) Mathematics	23.5
(4) Other instructional activities	3.2
(5) Food	.9
(6) Transportation	10.1
(7) Other supportive services	.3

Graph 17
Estimated Expenditures
by Activity/Service for
the Combined Sessions

(1) Preschool	17.8
(2) Reading	60.7
(3) Mathematics	18.9
(4) Other instructional activities	.4
(5) Food	.4
(6) Transportation	1.7
(7) Other supportive services	.1

Table 13
Ranking of Activities/ Services According to the Estimated Dollar Expenditure per Participant

Points of Interest

Expenditures ranged from a low of $9 per participant for one activity to a high of $668 per participant for preschool.

Other instructional activities were primarily tutorial in nature.

Ranking of Activities/Services According to Estimated Dollar Expenditure Per Participant	
Preschool	$668
Reading	268
Other instructional activities	260
Mathematics	186
Transportation	28
Food	19
Other supportive services	9

SUMMARY DATA ON EXPENDITURES

Over 97 percent of all Title I expenditures went for reading, mathematics and preschool activities, with 60 percent of the total devoted to reading.

Preschool activities had the highest expenditure per participant, with $668 for combined sessions. Other Supportive Services showed the lowest, with $9 per participant.

Instructional activities accounted for far greater expenditure of Title I funds in both regular and summer sessions than did supportive services.

Achievement

ACHIEVEMENT

For the first time since Georgia has been reporting Title I evaluation information, systems were requested to submit objective achievement information on Title I students in a standardized format. Before, subjective opinions of Title I program operators were sought as to the success of their program, but very little hard-core objective achievement information was obtained.

While the information obtained this year cannot be summarized in terms of the gain made statewide for reading, mathematics or preschool, it does present a more objective picture of the impact of Title I programs on student achievement than was possible in the past.

Statewide gain cannot be summarized because systems are free to use whatever tests they choose for Title I evaluation. This means that each test must be treated separately in compiling gain, so that statewide totals can be obtained for a particular test, but not <u>across</u> tests. This results in statewide subtotals for each test used, but not state totals. Tables 14 through 17 show the gain made by test type for preschool, reading, mathematics and other instructional activities.

In addition to requesting objective achievement information, the practice of requesting subjective information was continued this year, so that a comparison between the perceived success of a project and the actual achievement gain could be made. Tables 18 and 19 reflect success of Title I projects as perceived by local evaluators.

The following tables and graphs illustrate patterns of Title I achievement in Georgia.

Table 14	Preschool Achievement Information
Table 15	Reading Achievement Information
Table 16	Mathematics Achievement Information
Table 17	Other Instructional Activities Achievement Information
Table 18	Number of Activities, Participants and Amount of Expenditures at each Success Level by Activity/Service
Table 19	Number of Activities, Participants and Amount of Expenditures at Each Success Level by Objective Type
Table 20	Problem Factors by Instructional Activity, Ranked from High (1) to Low (6) Problem Areas
Table 21	Methods and Devices Used to Assess Learner Needs
Graph 18	(PRESCHOOL) Test of Basic Experiences
Graph 19	(PRESCHOOL) Preschool Readiness Test
Graph 20	(PRESCHOOL) Metropolitan Readiness Test
Graph 21	(PRESCHOOL) Peabody Picture Vocabulary Test
Graph 22	(PRESCHOOL) Other Tests
Graph 23	(PRESCHOOL) Total
Graph 24	(READING) California Achievement Tests
Graph 25	(READING) Iowa Tests of Basic Skills
Graph 26	(READING) Gates-MacGinitie Reading Tests
Graph 27	(READING) Comprehensive Tests of Basic Skills
Graph 28	(READING) Metropolitan Achievement Tests
Graph 29	(READING) Stanford Achievement Tests
Graph 30	(READING) Slosson Oral Reading Test
Graph 31	(READING) Wide Range Achievement Test
Graph 32	(READING) Stanford Diagnostic Reading Test
Graph 33	(READING) Other Tests
Graph 34	(READING) Total
Graph 35	(MATHEMATICS) California Achievement Tests
Graph 36	(MATHEMATICS) Iowa Tests of Basic Skills
Graph 37	(MATHEMATICS) Metropolitan Achievement Tests
Graph 38	(MATHEMATICS) Comprehensive Tests of Basic Skills
Graph 39	(MATHEMATICS) Stanford Achievement Test
Graph 40	(MATHEMATICS) Wide Range Achievement Test
Graph 41	(MATHEMATICS) Other Tests
Graph 42	(MATHEMATICS) Total
Graph 43	(OTHER INSTRUCTIONAL ACTIVITIES) Stanford Achievement Test
Graph 44	(OTHER INSTRUCTIONAL ACTIVITIES) Other Tests
Graph 45	(OTHER INSTRUCTIONAL ACTIVITIES) Total

TABLE 14
Preschool
Achievement Information

POINTS OF INTEREST

The single most widely used test for preschool was the Test of Basic Experiences. Twenty-two percent of the total systems who reported achievement for preschool activities used it.

Eight-one systems reported achievement for preschool activities, or 76.415 percent of the total number of systems conducting preschool activities.

Of the systems reporting, 42 percent used tests that fell in a category termed "other," since these tests were used by only one or two systems. This is evidence of the lack of concensus at the local level regarding which test instruments are most desirable for use with preschool students. This is expected to change as local systems become better acquainted with available instruments and as newer and more appropriate instruments become available.

Of the five test groups listed, four show that 79 percent or more of the students tested met or exceeded the objective. The fifth test, Peabody Vocabulary test, shows that 50 percent of those tested met or exceeded the objective.

Of the 11,108 students both pre and post tested, 9,406, or almost 85 percent, met or exceeded the objective set for them.

	Number of Systems Using Test	**Score Type	Number of Students Both Pre & Post Tested	Gain	Number of Students Meeting or Exceeding Objective	Percent of Those Tested Meeting or Exceeding Objective
Tests of Basic Experiences	18	02	2,142	7.539	1,986	92.717
		03	390	26.000	315	80.769
		04	267	2.967	171	64.045
		11	35	51.000	24	68.571
		12	149	6.990	140	93.96
TOTAL	18	---	2,983	---	2,636	88.367
Preschool Readiness Test *	11	02	1,058	26.838	837	79.112
Metropolitan Readiness Tests	9	02	707	27.374	565	79.915
		03	99	22.000	90	90.909
TOTAL	9		806	---	655	81.266
Peabody Picture Vocabulary Test	9	03	149	16.000	75	50.335
		06	615	22.667	389	63.252
		07	227	1.093	173	76.211
		13	32	2.100	30	93.75
TOTAL	9	---	1,023	---	667	65.2
Other	34	---	5,238	---	4,611	88.030
GRAND TOTAL	81	---	11,108		9,406	84.678

*NOTE: While the Preschool Readiness Test is not a standardized test, it is included because it was developed by the Georgia Department of Education Early Childhood Division, and is used by a large percentage of those reporting, as indicated by this chart.

**Score Types:
01 = Grade Equivalent
02 = Raw Score
03 = Percentile
04 = Stanine
05 = Other Standard Score
06 = I.Q.
07 = Mental Age
10 = Frequency or percentage of observation
11 = Percentage of correct or posivite response
12 = Number/percentage of skills mastered
13 = Other

TABLE 15
Reading Achievement Information

POINTS OF INTEREST
Those tests used by five or more systems are listed by name; all others are listed in the "other" category.

The large number of systems using tests in the "other" category illustrates the wide variety of tests that are used for Title I testing in Georgia. While this practice gives local systems maximum freedom to choose their own tests, it nevertheless prevents any meaningful compilation of data on a statewide basis.

The Slosson Oral Reading Test showed the highest percentage of those tested who met or exceeded the objective, while the Stanford Diagnostic Test showed the lowest percentage.

Spanning all tests, 53 percent of those tested met or exceeded the objective.

Of those reporting grade equivalent scores, the greatest gain was shown by those systems utilizing the Slosson Oral Reading Test with a 1.023 gain indicated.

Of the nine test groups listed, seven show that 54 percent or more of the students tested met or exceeded the objective. No test shows fewer than 41 percent meeting or exceeding the objective.

Name of Test	Number of Systems Using Test	**Score Type	Number of Students Both Pre & Post Tested	Gain	Number of Students Meeting or Exceeding Objective	Percent of Students both Pre & Post Tested Meeting or Exceeding Objective
California Achievement Tests	54	01	15,722	.959	9,852	62.664
Iowa Tests of Basic Skills	33	01	16,719	.695	7,849	46.947
		03	113	10.304	75	66.372
TOTAL			16,832	---	7,924	47.077
Gates-MacGinitie Reading Tests	28	01	7,767	.852	4,243	54.629
Comprehensive Tests of Basic Skills	23	01	6,179	.752	3,378	54.669
Metropolitan Achievement Tests	19	01	4,442	.588	1,966	44.259
		04	47	1.000	33	70.213
TOTAL			4,489	---	1,999	44.531
Stanford Achievement Test	18	01	7,319	.756	4,740	64.763
Slosson Oral Reading Test	12	01	3,318	1.033	2,383	71.82
Wide Range Achievement Test	7	01	892	.901	591	66.256
Stanford Diagnostic Reading Test	6	01	1,716	.706	715	41.667
Other	54	--	16,793	---	11,981	71.345
GRAND *TOTAL	254		81,027		43,066	53.15

*NOTE: These totals are duplicated, since many systems used more than one test in the area of reading. Therefore, the systems total is greater than 188, and the number of students tested reflect duplicated counts of participants.

**See Footnote on Table 14.

TABLE 16
Mathematics Achievement Information

POINTS OF INTEREST

Those tests used by five or more systems are listed by name; all others are lumped into the "other" category. The large number of systems using tests in the "other" category illustrates the wide variety of tests that are used for Title I testing in Georgia. While this practice gives local systems maximum freedom to choose their own tests, it nevertheless prevents any meaningful compilation of data on a statewide basis.

Of the seven test groups listed, five show that better than 60 percent of those tested met or exceeded the objective. The remaining two groups show better than 50 percent meeting or exceeding the objective.

Spanning all tests, 65 percent of those tested met or exceeded the objective.

Name of Test	Number of Systems Using Test	**Score Type	Number of Students Both Pre & Post Tested	Gain	Number of Students Meeting or Exceeding Objective	Percent of Students Meeting or Exceeding Objective
California Achievement Tests	45	01	9,730	.972	6,750	69.373
Iowa Tests of Basic Skills	22	01	5,022	.692	2,975	59.239
		03	46	9.739	31	67.391
TOTAL			5,068	--	3,006	59.313
Metropolitan Achievement Tests	20	01	3,951	.853	2,437	61.681
		04	10	1.000	6	60
TOTAL			3,961	--	2,443	61.676
Comprehensive Tests of Basic Skills	18	01	3,450	.926	2,103	60.957
Stanford Achievement Test	14	01	4,478	.854	3,144	70.21
Wide Range Achievement Test	8	01	1,637	1.036	822	50.214
Other	28	--	4,996	--	3,528	70.616
*Grand Total	155		33,320	--	21,796	65.414

* NOTE: These totals are duplicated, since many systems used more than one test in the area of mathematics. Therefore, the systems total, etc., exceed an unduplicated count.

**See Footnote on Table 14.

TABLE 17
Other Instructional Activities
Achievement Information

POINTS OF INTEREST

One system reported achievement information regarding an activity that fell into the "other" category.

In all tests better than 73 percent of those tested met or exceeded the objective.

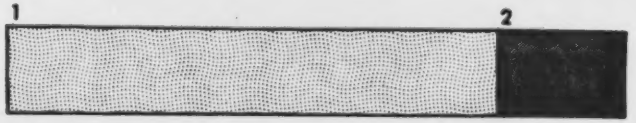
Name of Test	Number of Systems Using Test	**Score Type	Number of Students Both Pre & Post Tested	Gain	Number of Students Meeting or Exceeding Objective	Percent of Those Tested Meeting or Exceeding Objective
Stanford Achievement Test	1	01	165	.914	109	66.061
Other	1	--	130	--	101	77.692
*Grand Total	2	--	265	--	210	73.684

* NOTE: These totals are duplicated, since this number represents only one system that used more than one test to obtain achievement information. Therefore, students tested, etc. are counted once for each test taken.

**See footnote on Table 14.

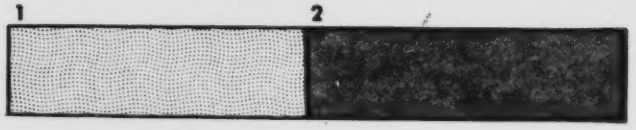
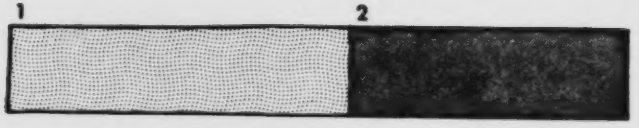
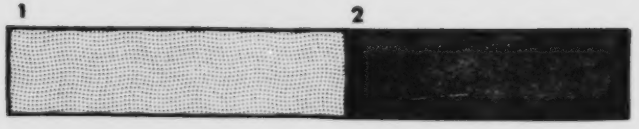
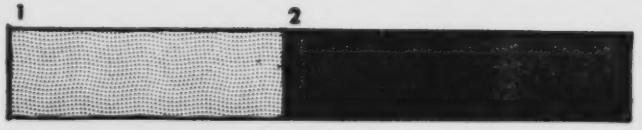
The following graphs illustrate the percentage of those tested that met or exceeded the objective for each instructional activity. These graphs are based on information found in Tables 14, 15, 16, and 17.

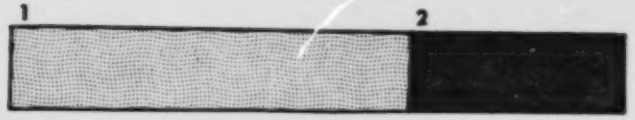
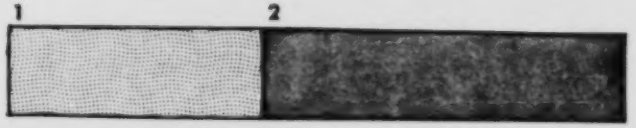
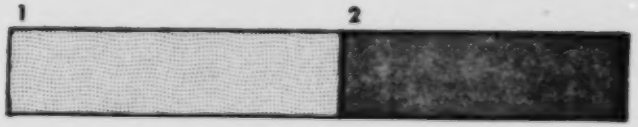
PRESCHOOL

		PERCENT
Graph 18 Test of Basic Experiences		Percent Meeting or Exceeding Objective (1) 88.4 Percent Not Meeting Objective (2) 11.6
Graph 19 Preschool Readiness Test		Percent Meeting or Exceeding Objective (1) 79.1 Percent Not Meeting Objective. (2) 20.9
Graph 20 Metropolitan Readiness Test		Percent Meeting or Exceeding Objective (1) 81.3 Percent Not Meeting Objective (2) 18.7
Graph 21 Peabody Picture Vocabulary		Percent Meeting or Exceeding Objective (1) 65.2 Percent not Meeting Objective (2) 34.8
Graph 22 Other Tests		Percent Meeting or Exceeding Objective (1) 88.0 Percent not Meeting Objective (2) 12.0

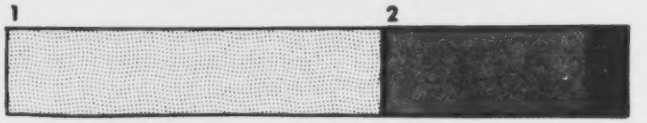
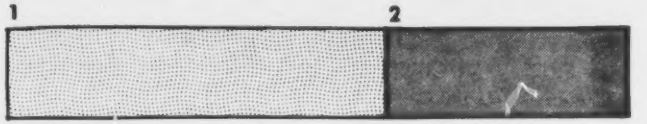
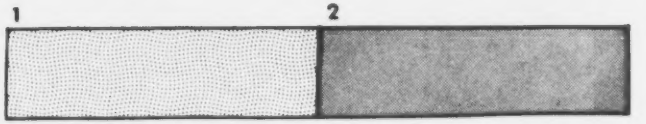
		PERCENT
Graph 23 TOTAL		Percent Meeting or Exceeding Objective (1) 84.7 Percent Not Meeting Objective (2) 15.3

READING

Graph 24 California Achievement Test		Percent Meeting or Exceeding Objective (1) 62.7 Percent Not Meeting Objective (2) 37.3
Graph 25 Iowa Tests of Basic Skills		Percent Meeting or Exceeding Objective (1) 47.1 Percent Not Meeting Objective (2) 52.9
Graph 26 Gates-MacGinitie Reading		Percent Meeting or Exceeding Objective (1) 54.6 Percent Not Meeting Objective (2) 45.4
Graph 27 Comprehensive Tests of Basic Skills		Percent Meeting or Exceeding Objective (1) 54.7 Percent Not Meeting Objective (2) 45.3
Graph 28 Metropolitan Achievement Tests		Percent Meeting or Exceeding Objective (1) 44.5 Percent Not Meeting Objective (2) 55.5

		PERCENT
Graph 29 Stanford Achievement		Percent Meeting or Exceeding Objective (1) 64.8 Percent Not Meeting Objective (2) 35.2
Graph 30 Slosson Oral Reading Test		Percent Meeting or Exceeding Objective (1) 71.8 Percent Not Meeting Objective (2) 28.2
Graph 31 Wide Range Achievement Test		Percent Meeting or Exceeding Objective (1) 66.3 Percent Not Meeting Objective (2) 33.7
Graph 32 Stanford Diagnostic Reading Test		Percent Meeting or Exceeding Objective (1) 41.7 Percent Not Meeting Objective (2) 58.3
Graph 33 Other Tests		Percent Meeting or Exceeding Objective (1) 71.3 Percent Not Meeting Objective (2) 28.7
Graph 34 TOTAL		Percent Meeting or Exceeding Objective (1) 53.2 Percent Not Meeting Objective (2) 46.8

MATHEMATICS

		PERCENT
Graph 35 California Achievement Tests		Percent Meeting or Exceeding Objective (1) 69.4 Percent Not Meeting Objective (2) 30.6
Graph 36 Iowa Tests of Basic Skills		Percent Meeting or Exceeding Objective (1) 59.3 Percent Not Meeting Objective (2) 40.7
Graph 37 Metropolitan Achievement Tests		Percent Meeting or Exceeding Objective (1) 61.7 Percent Not Meeting Objective (2) 38.3
Graph 38 Comprehensive Tests of Basic Skills		Percent Meeting or Exceeding Objective (1) 61.0 Percent Not Meeting Objective (2) 39.0
Graph 39 Stanford Achievement Test		Percent Meeting or Exceeding Objective (1) 70.2 Percent Not Meeting Objective (2) 29.8
Graph 40 Wide Range Achievement Test		Percent Meeting or Exceeding Objective (1) 50.2 Percent Not Meeting Objective (2) 49.8

PERCENT

Graph 41
Other Tests

Percent Meeting or Exceeding Objective (1)	70.6
Percent Not Meeting Objective (2)	29.4

Graph 42
TOTAL

Percent Meeting or Exceeding Objective (1)	65.4
Percent Not Meeting Objective (2)	34.6

OTHER INSTRUCTIONAL ACTIVITIES

Graph 43
Stanford Achievement Test

Percent Meeting or Exceeding Objective (1)	66.1
Percent Not Meeting Objective (2)	33.9

Graph 44
Other Tests

Percent Meeting or Exceeding Objective (1)	77.7
Percent Not Meeting Objective (2)	22.3

Graph 45
TOTAL

Percent Meeting or Exceeding Objective (1)	73.7
Percent Not Meeting Objective (2)	26.3

TABLE 18
Number of Activities, Participants and Amount of Expenditures at each Success Level by Activity/Service

POINTS OF INTEREST

The instructional activity category with the highest perceived success also expended the most per participant. This was preschool activities with a perceived success of 3.467, and a per participant expenditure of $668.

The lowest per participant expenditure for an instructional activity was for the mathematics category, which showed the second highest perceived success and had the second highest number of activities (141; 30 percent of the total) and participants (46,536; 28.5 percent of the total).

The category with the lowest perceived success also had the fewest number of activities (6; one percent of the total) and participants (805; .5 percent of the total).

ACTIVITY/SERVICE	SUCCESS LEVEL	NUMBER ACTIVITIES	NUMBER PARTICIPANTS	TITLE I FUNDS EXPENDED	AVERAGE FUNDS/ PARTICIPANT	AVERAGE SUCC SS LEVEL/AREA
Preschool	2	5	410	$ 250,210	$610	
	3	46	4,660	3,303,974	709	
	4	55	7,145	4,606,135	645	
TOTAL		106	12,215	8,160,319	668	3.467
Reading	1	2	949	152,971	161	
	2	31	28,625	9,360,436	327	
	3	136	53,011	13,028,367	246	
	4	48	21,404	5,283,409	247	
TOTAL		217	103,989	27,825,183	268	3.060
Mathematics	1	2	271	59,089	218	
	2	18	9,516	988,986	104	
	3	86	25,738	5,226,034	211	
	4	35	11,011	2,363,150	214	
TOTAL		141	46,536	8,637,259	186	3.092
Other Instructional Activities	2	1	19	4,896	258	
	3	4	299	108,162	362	
	4	1	135	96,218	713	
TOTAL		6	805	$ 209,276	260	3.000
TOTAL ACTIVITIES		469	163,545	$44,832,037	274	
Food	3	16	4,657	$ 54,730	12	
	4	25	4,333	116,956	27	
TOTAL		41	8,990	171,686	19	3.610
Transportation	3	23	20,544	359,560	18	
	4	45	7,540	435,535	58	
TOTAL		68	28,084	795,095	28	3.662
Other Services	3	2	282	7,220	26	
	4	2	1,675	10,356	6	
TOTAL		4	1,957	17,576	9	3.500
TOTAL SERVICES		113	39,031	$ 984,357	25	
TOTAL ACTIVITIES/SERVICES		582	202,576	$45,816,394	226	

*Success Levels are as follows:
1= Unsuccessful 2 = Somewhat successful 3 = Successful 4 = Very successful

In comparing Tables 14, 15 and 16 (Achievement Information per Activity) with Table 18 (Perceived Success per Activity), it is interesting to note that subjective perceived success matches objective achievement information for preschool, reading and mathematics activities. Where evaluators subjectively judged an activity more successful, achievement information confirmed this judgment. Perhaps achievement information determined the degree of success assigned an activity by a local evaluator. At any rate, the following comparisons show the relationship.

Activity	*Success Level	Percent of Students Tested Who Met or Exceeded the Objective	Rank
Preschool	3.467	84.678	1
Mathematics	3.092	65.414	2
Reading	3.060	53.15	3

*Success Level are as follows:

1 = Unsuccessful
2 = Somewhat successful
3 = Successful
4 = Very successful

TABLE 19
Number of Activities, Participants and Amount of Expenditure at each Success Level by Objective Type

POINTS OF INTEREST

Objective Types are as follows:

01-Basic Skills Improvement, knowledge, information.
02-Readiness
03-Involvement, interest
04-Enrichment
05-(No 05 category)
06-Improve nutrition, health
07-Provide transportation to make attendance possible
08-Reduce racial/cultural isolation
09-Reduce discipline problems
10-Improve mental health

Objective Types 03 and 09 were considered to be the most successful. In each case, however, there was only one activity with that objective.

Objective Type 01 (basic skills improvement) was the objective for the largest number of activities (361) and ranked seventh in success, indicating that activities of this type were considered successful but not very successful.

Objective Type 02 (readiness) was the objective for the second largest number of activities (106) and was considered to be more than successful but not very successful.

There does not appear to be a clear cut correlation between success level and average funds per participant. However, those activities that ranked 1, 2, 3 and 4 in success level expended fewer than $100 per participant and represent only 18 percent of the total number of activities. Activities that ranked fifth and seventh in success level and expended $648 and $235 per participant respectively, represent 80 percent of the total number of activities and 80 percent of the total number of participants.

OBJECTIVE TYPE	SUCCESS LEVEL	NUMBER ACTIVITIES	NUMBER PARTICIPANTS	TI FUNDS EXPENDED	AVG. FUNDS/ PARTICIPANT	AVG. SUCCESS LEVEL/AREA	RANKING
01	1	4	1,220	$ 212,060	$174		
	2	50	38,160	10,354,318	271		
	3	223	78,837	17,263,974	219		
	4	85	32,902	7,742,178	235		
TOTAL		361	151,119	35,573,129	235	3.072	7
02	2	5	410	250,260	610		
	3	46	4,660	3,088,188	663		
	4	55	7,145	4,606,135	645		
TOTAL		106	12,215	7,944,533	648	3.472	5
03	4	1	85	3,925	46		
TOTAL		1	85	3,925	46	4.	1-2
04	3	5	15,545	97,903	6		
	4	2	1,662	9,407	6		
TOTAL		7	17,207	107,310	6	3.286	6
06	3	16	4,657	54,730	12		
	4	25	4,385	534,726	122		
TOTAL		41	9,042	589,456	65	3.610	4
07	3	19	4,944	636,109	129		
	4	43	7,327	431,403	59		
TOTAL		62	12,271	1,067,512	87	3.694	3
08	3	1	324	2,065	6		
TOTAL		1	324	2,065	6	3.	8-9
09	4	1	89	2,241	25		
TOTAL		1	89	2,241	25	4.	1-2
10	3	2	224	526,223	2,349		
TOTAL		2	224	526,223	2,349	3.	8-9
TOTAL ALL OBJECTIVES		583	202,576	$45,816,394	$226	3.254	

*Success Levels are as follows:
1 = Unsuccessful 2 = Somewhat successful 3 = Successful 4 = Very successful

TABLE 20
Problem Factors by Instructional Activity, Ranked from High Problem Area (1) to Low (6)

POINTS OF INTEREST

In the preschool category, the lack of availability of trained teachers and inadequate facilities ranked highest as problem areas. Among those responding to this item, late approval of funds was ranked as the least source of problem.

In the reading category, inadequate guidelines was considered the most significant problem related to the lack of success of activities in this category. Again, late approval of funds was ranked as the least source of problems.

In the mathematics category, indadequate guidelines and teacher load too great led in being ranked the greatest problem areas. Once again, late approval of funds was ranked lowest of the problem areas cited.

An across-instructional-activities ranking of problem areas indicates that those problems placed in the "other" category were collectively ranked highest by systems. This category included any problem other than the nine listed.

Ranked close behind "other" were indadequate guidelines and teacher load too great. Overall, late approval of funds was considered least significant as a problem.

Problem Factors by Instructional Activity, Ranked from High Problem Area (1) to Low (6)	Average Rank of Problem Areas									
	Preschool		Reading		Mathematics		Other		Total	
	Number of Systems	Average Rank	Number of Systems	Average Rank	Number of Systems	Average Rank	Number of Systems	Average Rank	Number of Systems	Average Rank
Trained Teachers Not Available	1	1	11	1.455	4	2.25	0	0	16	1.625
Specialist Not Available	1	2	8	2.125	4	1.75	0	0	13	2.
Inadequate Facilities	3	1	7	2.429	4	2	0	0	14	2.
Short Duration of Project	3	2	8	2.125	4	1.75	0	0	15	2.
Inadequate Parental Support	4	2.5	14	2.357	6	1.667	0	0	24	2.208
Late Approval of Funds	3	2.667	1	6	2	5	0	0	6	4.
Inadequate Equipment and Supplies	2	2	1	3	3	3	0	0	6	2.667
Teacher Load Too Great	1	2	2	2	1	1	0	0	4	1.75
Inadequate Guidelines	2	2	1	1	1	1.	0	0	4	1.5
Other	3	2	16	1.125	9	1.222	0	0	28	1.241

TABLE 21
Methods and Devices Used to Assess Learner Needs

POINTS OF INTEREST

The method or device used most frequently to assess learner needs was standarized achievement tests, representing almost 30 percent of total use.

The second most frequently used method was observation techniques, representing almost 18 percent of total use.

Methods and Devices Used to Assess Learner Needs	Number of Times Selected For Use
Standardized Achievement Tests	352
Ability Tests	76
Diagnostic Tests	150
Other Published Tests	96
Teacher or Locally Prepared Cognitive Tests	141
Observation Techniques	218
Sociometric Techniques	8
Questionnaires	45
Anecdotal Records	90
Other	47
TOTAL	1,223

SUMMARY DATA ON ACHIEVEMENT

Systems used a variety of tests to evaluate achievement in instructional activities.

For preschool activities, results show that almost 85 percent of all participants evaluated met or exceeded the objectives set for them.

For reading activities, results show that 53 percent of all participants both pre and post tested (81,027 duplicated count) met or exceeded the objectives set for them.

Mathematics activities results indicate that 65.4 percent of all participants evaluated met or exceeded the objectives.

Only two systems reported achievement information for instructional activities other than preschool, reading and mathematics. They indicated that 73.7 percent of those pre and post tested met or exceeded the objective.

Subjective opinion closely related to objective achievement information for preschool, reading and mathematics.

The instructional activity with the highest perceived success (preschool - 3.467) also expended the most per participant. The category with the lowest perceived success (other instructional activities) also had the fewest activities and participants (.5 percent of total).

Objective type 01 (basic skills improvement) was the objective for the largest number of activities (361 out of a total 583) and ranked seventh in success with a 3.072 average success rating.

There did not appear to be a clear cut relationship between success level and average funds per participant expended.

The three top ranking problem factors considered to be a cause of lack of success included inadequate guidelines, trained teachers not available, and teacher load too great. Least among the problems cited was late approval of funds.

The method or device used most frequently to assess learner needs by local systems was standardized achievement tests, followed by observation techniques.

Staffing • Parent Advisory Councils

STAFF/PARENT ADVISORY COUNCIL (PAC)

An important aspect of Title I activities involves the number of staff, the activities to which they were assigned and the amount of inservice training they received. Tables 22 through 24 provided information about staff.

Georgia compiled information concerning Parent Advisory Councils this year in order to comply with recent federal guidelines. Table 25 gives information about the number of PAC meetings held in Georgia in FY 1975 and the number of Title I parents who were members of the councils.

The following tables illustrate patterns of Title I staffing and PAC membership in Georgia.

Table 22	Number of Personnel involved in Title I Activities by Term by Activity
Table 23	Number of Title I Paid Staff by Activity Assignment
Table 24	Average Hours of Title I-Funded Inservice Training for all Personnel for Both Sessions
Table 25	Number of Parent Advisory Meetings, Number of Members of Parent Advisory Councils

TABLE 22
Number of Personnel Involved in Title I Activities by Term and Activity

POINTS OF INTEREST

Teachers comprised the largest category of personnel involved in Title I activities. Teacher aides made up the second largest category.

In regular session activties, 46.7 percent more personnel were involved primarily because fewer than half the systems conducted summer programs.

The single highest number of personnel were teacher aides involved in regular session reading programs. This was followed by teachers involved in regular session reading programs.

Category	Preschool			Reading			Mathematics			Other Instructional		
	Regular	Summer	Total*	Regular	Summer	Total*	Regular	Summer	Total*	Regular	Summer	Total*
Teaching Personnel	528	198	726	1660	1049	2709	646	673	1319	31	21	52
Teacher Aides	459	191	650	1782	627	2409	522	423	945	0	23	23
Other Personnel	57	24	81	181	98	279	35	23	58	2	3	5
TOTAL	1044	413	1457	3623	1774	5397	1203	1119	2322	33	47	80

Category	Food			Transportation			Other			Total		
	Regular	Summer	Total*	Regular	Summer	Total*	Regular	Summer	Total*	Regular	Summer	Total*
Teaching Personnel	99	257	356	318	541	859	0	7	7	3282	2746	6,028
Teacher Aides	100	223	323	434	201	635	0	0	0	3297	1688	4,985
Other Personnel	57	63	120	158	172	330	1	2	3	491	385	876
TOTAL	256	543	799	910	914	1824	1	9	10	7070	4819	11,889

*NOTE: These are duplicated totals since some personnel participated in both regular and summer session activities and would be counted once for each participation.

TABLE 23
Number of Title I Paid
Staff by Activity Assignment

POINTS OF INTEREST

As would be expected, the greatest number of Title I paid staff were teacher aides in public schools during regular session. The second greatest number were teachers of elementary students during the regular session in public schools.

The high number of non-professionals during the summer session is a result of bus drivers and school food services workers being included.

		TEACHING										
		Pre-Kindergarten, Kindergarten	1-7	8-12	Handicapped	Teacher Aide	Direction & Management	Testing	Clerical	Other Professional	Other Non-Professional	Total
PUBLIC	Regular	509	1,549	147	0	1,952	145	3	147	22	73	4,547
	Summer	166	1,100	35	0	813	50	1	48	42	670	2,925
	TOTAL	675	2,649	182	0	2,765	195	4	195	64	743	7,472
PRIVATE	Regular	8	65	8	0	43	4	0	3	1	0	132
	Summer	3	31	0	0	19	1	0	1	0	6	61
	TOTAL	11	96	8	0	62	5	0	4	1	6	193

TABLE 24

Average Hours of Title I-Funded Inservice Training for All Personnel for Both Sessions

POINTS OF INTEREST

Teachers averaged the highest number of training hours with 60 and "Other" personnel the lowest with 27.

The number of teachers receiving Title I funded inservice increased by 55 percent over last year, while the average number of hours increased from 49.5 to 60.

This increase in number of personnel receiving Title I-funded training occurs across all categories of personnel, with teachers showing the greatest percentage increase. Other than for teachers, however, average number of hours received decreased.

Category	Number	Average Number of Training Hours
Teaching Personnel	3,222	60
Teacher Aides	2,482	52
Other Personnel	219	27
TOTAL	5,923	55

TABLE 25
Number of Parent Advisory Meetings, Number of Members of Parent Advisory Councils.

POINTS OF INTEREST
Three/fourths of all members of Parent Advisory Councils in Georgia were parents of Title I participants.

Systems held four Parent Advisory Council meetings per year, on the average.

Number of Systems With Parent Advisory Council	Number of Parents of Title I Participants on Council	Percent of Total	Number of Others	Percent of Total	Total Membership	Total Number of Parent Advisory Council Meetings	Average Number of Parent Advisory Council Meetings Per System
188	2791	75.31	915	24.69	3706	766	4

SUMMARY DATA ON STAFF/PARENT ADVISORY COUNCILS

The largest number of personnel involved in Title I were teacher aides, followed by teachers.

Reading was the category utilizing the greatest number of personnel.

The largest number of Title I-paid staff were teacher aides, followed by teachers of elementary students during regular session in public school.

Teachers received more Title I-paid inservice, with an average of 60 hours per teacher, than any other group of personnel. This represents an increase over FY 1974, both in number of teachers receiving inservice and the average number of hours received.

Summary and Recommendations

SUMMARY

Pupil Participation

Title I programming emphasis in Georgia is increasingly oriented toward basic skills. Of the total "participation units"[1] for instructional activities, 99.5 percent were involved in preschool, reading and mathematics activities. All other activities together received only .5 percent of the participation total.

Two services, food and transportation, accounted for 95 percent of the total participation in services. All other services together accounted for only five percent of the participation total.

Expenditures

Preschool activities accounted for 17.8 percent of Title I expenditures, reading, 60.7 percent and mathematics, 18.9 percent for a total of 97.4 percent. No other activity or service received as much as two percent of the total expenditures.

Preschool activities received the highest concentration of financial effort, with $8,160,319 spent on 12,215 participants, an average of $688 per participant.

Achievement Information

This year for the first time LEAs were requested to submit objective achievement information if they collected it. In addition, they were asked to rate the success of their project as they perceived it, on a four-point scale ranging from unsuccessful to very successful.

[1] Participation unit: A distinction should be made between the number of individual students who participated in any Title I activity and the total number of participants in all activities. The total number of participants from all separate activities is a duplicated total; i.e., it contains individuals who have been counted each time they were involved in a separate activity. This duplicated total is best viewed as a "participation unit" count.

These two kinds of evaluation information reveal that in the area of Preschool, 84.7 percent of the students both pre and post tested met or exceeded the objective, and 95.3 percent of Preschool projects were considered successful or very successful by LEAs. In the area of reading, 53.2 percent of the students met or exceeded the objective, and 84.8 percent of reading projects were considered successful or very successful. In the area of mathematics, 65.4 percent of those students pre and post tested met or exceeded the objective, and 85.8 percent of mathematics projects were considered successful or very successful by LEAs. This shows a correlation between perceived success and actual success in terms of student achievement in these areas.

In terms of objective type, two topped the list as most successful, the "involvement, interest" objective type, and the objective type concerned with "reducing discipline problems." The objective type judged to be least successful was the one concerned with "improving mental health."

Unfortunately, a report of this nature cannot deal in depth with the multitude of effective, innovative programming efforts that lie behind the basic statistics. LEAs in Georgia continue to gain ability to manage and operate effective programs as well as the desire and ability to implement more sophisticated and individualized program and evaluation approaches. This means that Title I programs will continue to have increased impact on the educational growth of disadvantaged children in Georgia.

RECOMMENDATIONS

In order to allow local systems maximum flexibility, the Georgia Department of Education has not set forth standard evaluation methods and procedures for local systems to follow. Instead, local systems have been encouraged to use and report evaluation efforts appropriate to their individual program operations. Through the years, local systems in general have gained expertise and become more sophisticated in the evaluation methods they employ. Nevertheless, some broad recommendations for improving evaluation of Title I in Georgia can be made.

1. Title I program in Georgia should be continued. LEAs see themselves as benefiting from Title I activities. Of all activities/services, 89.9 percent were considered either "successful" or "very successful." In terms of student achievement, 59.3 percent of the students both pre and post tested met or exceeded the objectives set for them.

2. The concentration on the improvement of basic skills for students should be continued. During 1974-1975, 98.9 percent of all instructional activities were in the basic skills area. This represents a higher percentage of the total number of activities/services in 1974-1975 than in the previous year. Achievement information reveals that 59.2 percent of students both pre and post tested in the areas of preschool, reading and mathematics met or exceeded the objective. While this indicates that successful programs in these areas were conducted, local systems should strive to have even higher percentages of students achieving objectives, and should consider two factors in an effort to achieve this.

A. The way in which the program is conducted. If students do not meet the objectives set for them, it could be that the program is at fault and should be modified and improved.

B. The degree of achievement stated in the objective. If too few students meet an objective, it may be that the objective is set too high to be realistic, thus predetermining failure.

3. LEAs should strive for more formal, more formative evaluation efforts. This is particularly applicable in the basic skills areas. The evaluation design should be determined at the time the objectives are selected in order to evaluate effectively for the achievement of these objectives. The design should provide for continuous on-going evaluation throughout the project. At the outset of the project, formal evaluation procedures should be outlined in detail and these procedures followed during the course of the project. If at any point in the operation of the project, evaluation shows that the project is not being successful, or that the project has already succeeded in meeting the objective, the objectives should be carefully analyzed and new, more appropriate objectives adopted for the remainder of the project term.

While LEAs have improved greatly in skill in stating objectives that are specific and measurable, there is still room for improvement in this area. When planning a project and stating objectives for a new year, LEAs should use the evaluation information from previous years as a guide. This will enable them to make modifications in the program based on factual information rather than subjective judgment, and to state objectives that are more realistic in terms of past experience.

4. There should be an increase in the amount of technical assistance in the area of evaluation provided LEAs. Even though LEAs have made great improvement

in designing and implementing evaluation of their programs, most can benefit from assistance in this area. Currently, Title I-funded Georgia Department of Education personnel in the evaluation area are too few in number to provide the needed assistance. Possible solutions to this problem are to add more staff, or realign current staff assignments in order to provide this much needed service to LEAs,

5. Compensatory aid to education should be continued on the basis of three-year-funding segments, rather than the present one-year segment. This would give LEAs the chance to make Title I activities an integral, substantive part of their program. Evaluation of such three-year periods of effort would be more meaningful in determining whether Title I-financed experiences really made a difference in the disadvantaged child's educational progress.

Appendix

APPENDIX

COUNTY SYSTEMS

System Code	System Name	System Code	System Name	System Code	System Name
601	Appling	638	Coweta	675	Henry
602	Atkinson	639	Crawford	676	Houston
603	Bacon	640	Crisp	677	Irwin
604	Baker	641	Dade	678	Jackson
605	Baldwin	642	Dawson	679	Jasper
606	Banks	643	Decatur	680	Jeff Davis
607	Barrow	644	DeKalb	681	Jefferson
608	Bartow	645	Dodge	682	Jenkins
609	Ben Hill	646	Dooly	683	Johnson
610	Berrien	647	Dougherty	684	Jones
611	Bibb	648	Douglas	685	Lamar
612	Bleckley	649	Early	686	Lanier
613	Brantley	650	Echols	687	Laurens
614	Brooks	651	Effingham	688	Lee
615	Bryan	652	Elbert	689	Liberty
616	Bulloch	653	Emanuel	690	Lincoln
617	Burke	654	Evans	691	Long
618	Butts	655	Fannin	692	Lowndes
619	Calhoun	656	Fayette	693	Lumpkin
620	Camden	657	Floyd	694	Macon
621	Candler	658	Forsyth	695	Madison
622	Carroll	659	Franklin	696	Marion
623	Catoosa	660	Fulton	697	McDuffie
624	Charlton	661	Gilmer	698	McIntosh
625	Chatham	662	Glascock	699	Meriwether
626	Chattahoochee	663	Glynn	700	Miller
627	Chattooga	664	Gordon	701	Mitchell
628	Cherokee	665	Grady	702	Monroe
629	Clarke	666	Greene	703	Montgomery
630	Clay	667	Gwinnett	704	Morgan
631	Clayton	668	Habersham	705	Murray
632	Clinch	669	Hall	706	Muscogee
633	Cobb	670	Hancock	707	Newton
634	Coffee	671	Haralson	708	Oconee
635	Colquitt	672	Harris	709	Oglethorpe
636	Columbia	673	Hart	710	Paulding
637	Cook	674	Heard	711	Peach

COUNTY SYSTEMS (Con't)

System Code	System Name
712	Pickens
713	Pierce
714	Pike
715	Polk
716	Pulaski
717	Putnam
718	Quitman
719	Rabun
720	Randolph
721	Richmond
722	Rockdale
723	Schley
724	Screven
725	Seminole
726	Spalding
727	Stephens
728	Stewart
729	Sumter
730	Talbot
731	Taliaferro
732	Tattnall
733	Taylor
734	Telfair
735	Terrell
736	Thomas
737	Tift
738	Toombs
739	Towns
740	Treutlen
741	Troup
742	Turner
743	Twiggs
744	Union
745	Upson
746	Walker
747	Walton
748	Ware
749	Warren
750	Washington
751	Wayne
752	Webster
753	Wheeler
754	White
755	Whitfield
756	Wilcox
757	Wilkes
758	Wilkinson
759	Worth

CITY SYSTEMS

System Code	System Name
760	Americus
761	Atlanta
763	Bremen
764	Buford
765	Calhoun
766	Carrollton
767	Cartersville
769	Chickamauga
770	Cochran
771	Commerce
772	Dalton
773	Decatur
774	Dublin
775	Fitzgerald
776	Gainesville
778	Hogansville
779	Jefferson
780	LaGrange
781	Marietta
784	Pelham
785	Rome
786	Social Circle
788	Thomaston
789	Thomasville
791	Trion
792	Valdosta
793	Vidalia
794	Waycross
795	West Point